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ABSTRACT

The Better Teaching--Better Writing program, as implemented in the School District of Webster Groves (MO), has four objectives: (1) by the completion of a 1979 Summer Writing Institute, the 19 participants would demonstrate increased knowledge about the literature and research in the teaching of writing, about teaching of writing approaches, and about the evaluation of writing; (2) throughout 1979-80, 128 junior high/middle school English teachers in the participating districts would attend at least ten hours each of in-service training on the writing process; (3) the 911 students enrolled in the trained teachers' courses would demonstrate increased writing skills; and to reinforce the first two objectives, (4) teachers of the three summer institutes would pool and disseminate their collective knowledge and expertise. All the objectives were achieved. (BW)

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BETTER TEACHING--BETTER WRITING

ESEA IV-C

INTERIM REPORT

35-78-20-1

SCHOOL DISTRICT of WEBSTER GROVES

1979-80

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August 1980

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ESEA IV-C

INTERIM REPORT

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SCHOOL DISTRICT of WEBSTER GROVES

1979-80

August 1980

Prepared and submitted by
Judith Shook, Ph. D.,
Project Director

TABLE of CONTENTS

Budget	1
Objectives, Activities, and Evaluation	3

Tables

Table 1 - - Mean Scores of Trained Teachers' and Comparison Groups' Students (unpaired) ...	9
Table 2 - - Pre/Post Gains by Treatment Groups	9
Table 3 - - Means of Grade Levels	10
Table 4 - - Analysis of Covariance for Pre/Post by Treatment in Grade 8	11
Table 5 - - Mean Percentage Gain on Pre/Post Writing Sample of Junior High/Middle School Students	13

Appendixes

Evaluation of Ed. 571	A
Gateway Writing Project Bibliography	B
Model of the Teaching and Writing Process	C
Certificate of In-service Training on Writing Skills	D
Rubric for Special Person and Special Object Topics	E
Evaluation of In-service Writing Workshop	F
EMIG-KING Writing Attitude Scale for Teachers	G
Inter-rater Reliability Checks for Second Year Project	H

News Releases

Syllabus

Participants' Published Papers
Curriculum Handbook

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TITLE IV-C, ESEA
P.O. Box 480, Jefferson City, Missouri 65102

Number: 50-880
6/78

(PLEASE DO NOT WRITE IN THIS SPACE)

BUDGET SUMMARY AND FINANCIAL REPORT

LEA School District of Webster Groves County & District Code 096-114
Short Title Better Teaching - Better Writing Project Number 35-78-20-1

[Signature] 7-28-80
(SIGNATURE OF AUTHORIZED REPRESENTATIVE) (DATE)
Budget Period: Beginning July 1, 1979 Ending June 30, 1980

PURPOSE: (Check the blank indicating the purpose of this document)

- ☐ Proposed Budget Summary: attach supplementary schedule
☐ Proposed Amended Budget: complete Part IV on back also.
☐ Quarterly Requirements for Cash: request by classification and category
☒ Final Expenditure Report: complete Parts II and III on back also

PART I - EXPENDITURES (other than construction)

Fund		Teachers Fund		Incidental Fund					Building Fund	TOTAL EXPENDITURE
CATEGORY		SALARIES	SALARIES	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	OTHER EXPENSES	INCIDENTAL TOTAL	EQUIPMENT	
Classification	Code									
1	2	3	4	5	6	7	8	9	10	11
1 Administration	100	\$ 1800.00	\$	\$	\$	\$	\$ 347.75	\$ 347.75	\$	\$ 2,247.75
2 Instruction	200		21,932.50	1,275.00	150.82	411.89	18.35	23,788.55		23,788.55
3 Attendance Services	300									
4 Health Services	400									
5 Pupil Transportation Services	500									
6 Operation of Plant	600									
7 Maintenance of Plant	700									
8 Fixed Charges	800						508.20	508.20		508.20
9 Food Services	900									
10 Student Body Activities	1000									
11 Community Services	1100									
12 Remodeling (Total must not exceed \$2000.)	1220c									
13 Capital Outlay (Equipment Only)	1230									
14 TOTAL		\$ 1800.00	\$ 21,932.50	\$ 1,275.00	\$ 150.82	\$ 411.89	\$ 874.29	\$ 24,644.50	\$	\$ 26,444.50
15 Cash on Hand		\$ -0-	\$ 6,247.50	\$ (75.00)	\$ 880.65	\$ 848.11	\$ 1,226.32	\$ 9,127.58	\$	\$ 9,127.58
16 Line 14 LESS Line 15		\$ 1800.00	\$ 28,180.00	\$ 1,200.00	\$ 1,031.47	\$ 1,260.00	\$ 2,100.61	\$ 33,772.08	\$	\$ 35,572.08

PART II - SUMMARY - CURRENT BUDGET PERIOD

(For use on Final Expenditure Report Only)

- | | |
|----|--------------|
| \$ | \$ 35,572.08 |
| \$ | \$ 26,444.50 |
| \$ | \$ 9,127.58 |

PART III - CUMULATIVE TOTALS SINCE BEGINNING OF PROJECT

(For use on Final Expenditure Report Only)

- \$ 80,037.18
\$ 73,556.36

PART IV - AMENDMENT INFORMATION

(For use on Proposed Amended Budget Only)

[illegible]

BETTER TEACHING--BETTER WRITING

OBJECTIVES, ACTIVITIES, AND EVALUATION

(Districts involved during the second year: Archdiocese, Hazelwood, Kirkwood, Ladue, Mehlville, Pattonville, University City, Webster Groves)

Objective 1

By the completion of the 1979 Summer Writing Institute, nineteen participants demonstrated increased knowledge about the review of literature and research in the teaching of writing, about teaching of writing approaches, and the evaluation of writing.

- a. On pre-post (July 2, 1979 and August 2, 1979) writing samples of the physical education topic used since 1977 in the Berkeley, California Bay Area Writing Project the nineteen participants demonstrated increased consistency, significant at the .05 level of confidence, in the holistic scoring evaluation of the papers (sample B-7: $\sim N-1=18$ $s^2=1.25$
sample B-21: $\sim N-1=17$ $s^2=.53$ $=2.35:F=2.31$)

Note: Variance was smaller on post sample than on pre sample; there was greater agreement in scoring.

- b. 100% of the 18 participants present the afternoon of August 2, 1979, rated as valuable the outside readings and research read during the 1979 Summer Writing Institute. (see Appendix A)
- c. 100% of the 18 participants present the afternoon of August 2, 1979, rated the value of the 1979 Summer Writing Institute as one of outstanding value. (see Appendix A)

Activities

1. Each participant read selections by Moffett, Macrorie, Elbow, Britton, Cooper, Diederich, Christensen, O'Hare, and Shaughnessy from the bibliography prepared for the workshop at Washington University. (see Appendix B)
2. All participants kept a reading journal of their reactions to authors and ideas. (see Appendix C)
3. Each participant wrote several papers and a number of shorter written exercises as a part of the participants' presentations. Each participant selected one paper for publication from assignments in first person, saturation, analytical paper. (see Syllabus)

BETTER TEACHING--BETTER WRITING (cont'd)

4. All participants belonged to an editing group which met at least twice a week where participants read aloud their rough drafts of writing assignments, and through questioning techniques, as well as the group process, they experienced the process of writing, themselves.
5. Participants learned the holistic scoring approach as one evaluation method, and error analysis as a supplementary approach.
6. Participants developed rubrics for different writing assignments for evaluation purposes. They developed the six point rubric for their own students' writing samples.
7. Approximately one-third of the summer institute was used for the participants to present:
 - 1) an effective teaching of writing approach which was
 - 2) supported either by research or review of the literature,
 - 3) and developed through an appropriate writing assignment,
 - 4) with printed material suitable for the junior high/middle school students.
8. Jane Flinn, the instructor, and other presenters included pre-writing experiences as thinking activities for the initial stages of writing, presented assignments in points of view, the importance of voice, the importance of writing to different audiences, relationship of grammar to writing, transition exercises, syntactic fluency, sentence-combining, paragraph models, definition of basics in writing, process of rewriting drafts, expressive to analytical writing; narrative, descriptive, saturation, expository writing. Summer consultants who reaffirmed the topics and assignments listed above were Denise David from Buffalo, New York (7-8/10-1979); Dr. Susan Solberg (7-16-1979), Linda Horton (7-24-1979), Vivian Adams (7-26-1979), Jacque Wurtenberg (7-26-1979), and Ruie Pritchard (7-24-1979).
9. Participants published a curriculum activities book for writing assignments as a result of their presentations. (see Syllabus)

BETTER TEACHING--BETTER WRITING (cont'd)

Evaluation

1. 100% of the 18 participants present rated the value of the 1979 Summer Writing Institute as 3 or 4 on a 4 point scale in all areas except responding to readings in a journal. The most valuable activities noted were writing in-class exercises (3.8); working in small writing group (3.8); reading books and handouts (3.7); writing the three point of view papers (3.7); sharing ideas informally (3.7). (see Appendix A)
2. On pre-post writing samples, the 19 participants demonstrated consistency (significant at the .05 level of confidence) in the scoring evaluation of the papers. (see Objective 1, a., for data)
3. 100% of the 18 participants present on the afternoon of August 2 rated the value of the outside readings and research during the 1979 Summer Writing Institute as 3.7 on a 4 point scale. (see Appendix A)
4. Each participant submitted a position paper at the end of the summer institute to indicate personal growth in his/her knowledge of the review of the literature as it would be reflected in his/her teaching of writing approaches in the classroom during 1979-80.
5. The instructor kept records of participants' reading journals, presentations, and course papers and submitted the course grade to Washington University.
6. The Emig-King Writing Attitude Scale used in the New Jersey Writing Project was given on a pre/post basis to the 19 participants. An increase was indicated for the teachers' personal preferences in August to write themselves and to teach writing units. Changes revealed more than just greater preference for writing, but also changed opinions in the direction suggested by the research in the Institute. (see Appendix G)

Objective 2

Throughout 1979-80 one hundred twenty eight junior high/middle school English teachers in the participating districts attended at least ten hours each of in-service training on the writing process.

BETTER TEACHING--BETTER WRITING (cont'd)

Activities

1. At the conclusion of the 1979 Summer Writing Institute, the 19 participants from 15 schools and 8 school districts in St. Louis County presented a tentative in-service plan for junior high/middle school teachers within their own districts. Plans were finalized in September 1979. (Archdiocese, Hazelwood, Kirkwood, Ladue, Mehlville, Pattonville, University City, Webster Groves)
2. During 1979-80 the 19 participants conducted writing workshops for a minimum of ten hours or two days in their own and/or other districts within the project. Agendas were filed in August 1979, with the director. Letters to principals advising them of the in-service were mailed by the director.
3. Summer participants shared within their districts the materials on writing which are housed in the LEA curriculum library in the director's office.
4. The district level workshops were modeled upon the following focuses of the Summer Institute: teaching approaches for the improvement of writing skills, review of recent literature and research, and evaluation techniques of students' writing. Certificates of completion of ten hours of in-service on writing skills were awarded by the ESEA IV-C Board of Governors. (see Appendix D)
5. The in-service workshops help identify future participants for the 1980-81 Summer Institute and Summer Open Workshop at Washington University.

Evaluation

1. Summer participants kept a record and shared the record with the director of the dates, hours, number of and names of the 128 teachers who participated in the 1979-80 district workshops.
2. The Project Director kept the records of attendance for the district workshops, and descriptive records of each session.
3. The Project Director determined the number of teachers who would enroll in the Summer Institute and the Summer Open Workshop at

BETTER TEACHING--BETTER WRITING (cont'd)

Washington University. Thirty-four teachers enrolled in the two workshops.

4. The Summer Open Workshop offered at Washington University during 1978-79 was open to senior high English teachers; during 1979-80 participants were secondary English teachers. The Open Workshop was more teacher-directed than the Summer Institute and did not require presentations by the participants.
5. Teachers who used the curriculum library signed a log at the library; records were kept of materials checked out so they would be returned.

Objective 3

The 911 students enrolled in the trained teachers' courses where the improvement of writing was emphasized as an objective and taught by a summer participant demonstrated increased writing skills.

Activities

1. Students were given a variety of writing assignments which focused on writing to different audiences, point of view, use of concrete, vivid and detailed words to support a generalization, transitions, journal assignments, sentence and paragraph relationships of subordination and coordination.
2. Students experienced personal and expository writing assignments.
3. Students experienced assignments to raise the level of sophistication of their writing by modeling literary structures written by effective writers.
4. Students experienced opportunities to recognize that clear writing is a reflection of clear thinking when they are given specific feedback in the evaluation of their writing which focuses on coherence, logic, and patterns of usage.
5. Students revised their writings, two or three times, sometimes as often as five or six times.
6. Students read aloud their writings in a small group of peers.

BETTER TEACHING--BETTER WRITING (cont'd)

Evaluation

1. All sections of students whom the summer participants taught writing within a course during 1979-80 wrote a pre essay sample and post essay sample, at the beginning and the end of the course. Papers were coded so that no students, no teachers, no individual schools, no individual districts were identified.
2. The summer participants found for themselves comparison groups within their own junior high/middle schools. (Many of the comparison teachers took the ten (10) hours of in-service, were in daily contact with the trained teachers, and used the IV-C materials.
3. The writing samples were evaluated by the summer participants during one full week in June following the regular school year. Each paper was read by two evaluators, each assigning a score of 1-6, using the criteria developed in part by the SAT testing staff (see Appendix E). The scores of the two readers were averaged.
4. The Project Director (using the code) identified the scores on the pre test and post test of each student, and determined the writing growth gain.

Method of Comparative Scoring

The method used to score the junior high/middle school students' paper was a holistic impression marking. A six point rubric (1=low, 6=high) was used to measure the growth in writing of students in eight school districts in the Metropolitan St. Louis area. Inter-rater reliability was established at .92 before the readers began to score the papers.

(see Appendix H)

A further analysis of errors was conducted by the trained teachers, for 134 papers of students chosen at random. The error count for both the trained teachers and comparison groups included categories of homonyms, possessives and contractions, spelling, standard and irregular verbs, subject-verb agreement, run-ons, fragments.

Statistical Treatment

Both the trained teachers' group and the comparison's group of students indicated significant gains on holistic scores. A t ratio indicated the statistical significance of the samples as shown in Table 1.

BETTER TEACHING--BETTER WRITING (cont'd)

Table 1

Mean scores of trained teachers' and comparison groups' students (unpaired).

Treatment	Pre-test $\bar{x}$	S.D.	Post-test $\bar{x}$	S.D.	Student's t
Trained teachers' students	3.42 (N=911)	1.04	3.86 (N=867)	1.12	8.35**
Comparison teachers' students	3.55 (N=497)	1.02	3.75 (N=517)	.97	3.25*

** $p < .0005$

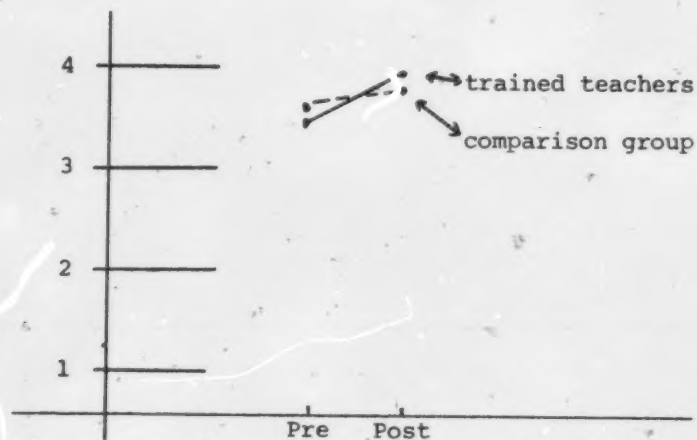
* $p < .005$

The comparison group pre test mean (3.55) was higher than the trained teachers' pre mean (3.42).

The post comparison group mean (3.75) was somewhat lower than the post mean of the trained teachers' group ($\bar{x} = 3.86$). This difference in the pre/post gains can be indicated by a graph in Table 2.

Table 2

Pre/post gains by treatment groups



Analysis of the post mean scores of the trained teachers' group and the comparison group by use of the student's t indicated a difference of 1.85 which was significant at the .05 level of confidence ($p < .05$). This difference is even more significant when one notices that the trained teachers' group started below the comparison group and then gained more than the comparison group.

BETTER TEACHING--BETTER WRITING (cont'd)

Examination of the mean scores by grade level for both the trained teachers' group and the comparison group indicated a need to reveal any significant differences which existed at the grade levels.

Table 3

Means of grade levels

GRADES	Means		Means	
	Pre-test	Variance	Post-test	Variance
Sixth grade students				
Trained teachers (N=4)	3.27	.91	3.23	1.15
Comparison group (N=2)	3.22	1.09	3.90	.95
Seventh grade students				
Trained teachers (N=5)	3.36	1.05	3.92	1.13
Comparison group (N=4)	3.38	.63	3.41	.89
Eighth grade students				
Trained teachers (N=9)	3.50	1.12	4.02	1.18
Comparison group (N=9)	3.78	1.21	3.94	.85

Sixth grade post--trained teachers v. comparison--student groups
(N=143) (N=57)

$$t = \frac{3.23 - 3.90}{\sqrt{\frac{1.15}{143} + \frac{.95}{57}}} = -4.26$$

significant at .001 level of confidence

Seventh grade post--trained teachers v. comparison--student groups
(N=245) (N=186)

$$t = \frac{3.92 - 3.41}{\sqrt{\frac{1.13}{245} + \frac{.89}{186}}} = 5.37$$

significant at .001 level of confidence

Eighth grade post--trained teachers v. comparison--student groups
(N=479) (N=274)

$$t = \frac{4.02 - 3.95}{\sqrt{\frac{1.18}{479} + \frac{.85}{274}}} = .90$$

not significant

NOTE: The sixth grade comparison group scored significantly higher

BETTER TEACHING--BETTER WRITING (cont'd)

than the sixth grade trained teachers' group (.001). The seventh grade trained teachers' group scored significantly higher than the seventh grade comparison group. There was no difference between the two groups of eighth graders, but the difference on the pre means was great. This difference led to an analysis of covariance on subgroups chosen at random. (Subgroups were used because computer services were not available to the Project.)

With focus on the grade levels the results of the analysis of covariance for grade six with 36 subjects chosen at random indicated no significance at the .05 level of confidence ($F = 3.26$). Grade seven did not indicate as great a difference in means as grade six so analysis of covariance was not attempted. For grade eight with 84 subjects the analysis of covariance revealed differences significant at the .05 level of confidence ($F = 6.01$). (see Table 4)

For a subgroup of eighth graders 42 students were in the trained teachers' group, 42 students were in the comparison group. Means for the group:

<u>Trained teachers</u>		<u>Comparison</u>	
<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
3.61	4.29	3.87	3.83

Table 4

Analysis of covariance for pre/post by treatment in grade 8

	<u>Source of Variation</u>		
	<u>Between</u>	<u>Within</u>	<u>Total</u>
Sum of squares: Y (pre)	1.44	80.80	82.24
Sum of squares: X (post)	4.30	73.40	77.40
Sum of products	-2.49	18.30	15.81
Degree of freedom	1	82	83
Adjusted sum of squares: X	5.11	69.25	74.36
Degree of freedom	1	81	82
Variance estimates	$s^2_b = 5.11$	$s^2_w = .85$	

$$F = 5.11/.85 = 6.01 \quad p < .05$$

BETTER TEACHING--BETTER WRITING (cont'd)

$$\bar{x}_j'' = b_w (\bar{y} - \bar{y}_j) + \bar{x}_j$$

$$b_w = \frac{18.3}{80.8} = .23$$

$$\bar{x}_1'' = .23 (3.74 - 3.87) + 3.83 = 3.80$$

$$\bar{x}_2'' = .23 (3.74 - 3.61) + 4.29 = 4.32$$

$$t = \frac{4.32 - 3.80}{\frac{.85}{42} + \frac{.95}{42}}$$

$$t = \frac{.52}{.0429} = 2.51$$

As a result of the F-test significance, a t-test on a subgroup of eighth graders was done.

For the trained teachers' group the adjusted means for grade 8 indicated a difference which was significant at .01 for a one tailed test and significance at .02 for a two tailed test.

In reviewing the data, the researcher observed that from grades six, seven, and eight, the subjects in grade six showed more improvement in writing skills for the comparison group than in the trained teachers' group. (Students in the trained teachers' group were assigned for English/language arts. Students in the comparison group were assigned to a teacher who taught similar sections of the same grade level as the trained teacher.) The classes of students were assigned to the trained teachers and comparison teachers from an accessible population as the eight districts do in fact have different populations. Grade seven indicated significant difference in gain for the trained teachers' group.

Grade eight indicated a significantly higher mean gain for the trained teachers' group than for the comparison group. This would lead the researcher to believe that in further studies grade level might be an important variable in the analysis of these studies if there are at least five teachers involved with each treatment group where comparisons are made.

MEAN PERCENTAGE GAIN AND NO ERRORS IN ERROR
COUNT ON PRE/POST WRITING SAMPLE OF
JUNIOR HIGH/MIDDLE SCHOOL STUDENTS--1979-80

GROUP	N	HOMONYMS	POSSESSIVES & CONTRACTIONS	SPELLING	STANDARD & IRREGULAR VERBS	SUBJECT-VERBS AGREEMENT	RUN-ONS	FRAGMENTS
Sixth Trained Teachers	18	72%	83%	89%	89%	100%	72%	94%
Sixth Comparison	12	75%	92%	42%	83%	100%	83%	92%
Seventh Trained Teachers	18	72%	83%	50%	60%	83%	72%	78%
Seventh Comparison	12	67%	83%	83%	83%	100%	67%	83%
Eighth Trained Teachers	42	78%	74%	75%	100%	90%	86%	88%
Eighth Comparison	32	81%	84%	69%	88%	84%	66%	82%

NOTE: Homonyms included errors which might be listed under possessives and contractions or spelling. Ex.: its/it's; flour/flower; choose/chose; lose/loose; also a word that exists in the dictionary but is mistakenly used for a similar sounding word, moral/morale.

Possessives and contractions included errors involving the apostrophe as well as such forms as doesn't.

Spelling included the number of different words misspelled.

Standard and irregular words included errors of dialect and usage, such as "He walk" or "My friend has went" or "They use to..."

Subject-verb agreement - - Ex.: One of the boys are going.

Run-ons - - two main clauses joined by a comma alone or by no connective at all; did not count rambling sentences joined by "and".

Table 5

BETTER TEACHING--BETTER WRITING (cont'd)

The error analysis data (matched by student number only) on categories on homonyms, possessives and contractions, spelling, standard and irregular verbs, subject-verb agreement, run-ons, and fragments, indicated gains for the sixth grade trained teachers' group in spelling, standard and irregular verbs, fragments. In the seventh grade trained teachers' group the gains were in categories of homonyms and run-ons. In the eighth grade trained teachers' group the error gains were in spelling, standard and irregular verbs, subject-verb agreement, run-ons and fragments. The eighth grade trained teachers' group showed gains in five of the seven error count categories. (see Table 5) Even though the trained teachers tended not to teach grammar formally (Emig-King, #3) or use drills from workbooks to teach correct English (Emig-King, #32) or value correctness over originality (Emig-King, #50) -- that is even though they taught editing skills primarily through the students' own writing--their students showed as much improvement on most editing skills (see error analysis) as did the students taught by comparison teachers who probably devoted much more direct teaching to these skills.

T-units for 250 words or more were counted on both the trained teachers' and comparison groups. A T-unit is a "minimal terminable unit", the shortest group of words that could be a complete sentence. A T-unit consists of one main clause, plus all the subordinate clauses and phrases that depend on it. To get the mean T-unit length of the paper already analyzed, one counts the total number of words and divides that by the number of T-units. The T-unit length for the trained teachers increased by twelve percent (pre $\bar{x}$ = 10.08 and post $\bar{x}$ = 11.28) whereas the comparison group increased by twenty six percent (pre $\bar{x}$ = 9.55 and post $\bar{x}$ = 12.05). Cooper and Odell (SUNY of Buffalo) contend that as children get older, the T-units they write tend to get longer. The mean T-unit length of the trained teachers' group of eighth graders decreased slightly, whereas the comparison group's students increased their T-unit length by twenty-four percent.

BETTER TEACHING--BETTER WRITING (cont'd)

Overall, the assessment of the Gateway Writing Project showed that students whose teachers were trained in a five week intensive writing instruction project wrote somewhat better than students whose teachers were not trained in the five week in-service. Gains favored the trained teachers' group at two grade levels and the comparison group at the other. Although there are other variables confounding the study, students whose teachers have been trained to teach the process of writing wrote better than students whose teachers did not receive the training.

Objective 4

To reinforce objectives one and two, teachers of the three summer institutes will pool and disseminate their collective knowledge and expertise.

Activities

During 1978-79, the participants were high school English teachers. During 1979-80, the participants were junior high/middle school teachers, and during 1980-81, the teacher participants were from elementary schools.

1. In the Summer Institutes and Summer Open Workshops at Washington University, teachers shared through formal presentations and informal discussions what have proved to be successful approaches in their teaching of writing.
2. Materials from presentations by program staff, consultants, participants, and other sources including the Bay Area Writing Project, were duplicated and distributed among the participants and later among participants in the in-service workshops as well as placed in the curriculum library.
3. The Project Director planned and conducted nine monthly meetings throughout the school year to discuss in-service progress, to exchange materials, and to provide guest speakers.
4. By Spring 1980, the following schools and/or districts had undertaken evaluation of writing projects; Hazelwood Central, St. Mary

BETTER TEACHING--BETTER WRITING (cont'd)

Magdalen, Mehlville, University City, Hazelwood East.

5. By Spring 1980, formal presentations on the writing project had been given to school boards in Hazelwood, St. Louis University High, Mehlville, Kirkwood, University City.

Evaluation

1. Each teacher in the Summer Institute kept a loose-leaf binder notebook for writing ideas as well as a journal for responses to outside readings.
2. Writing ideas and research findings were distributed among all participants during the school year, and some of the printed materials were duplicated for in-service workshops. Copy was provided by the project staff, participants, guest writers, and workshop participants.
3. Attendance records for the nine monthly meetings of the participants were kept by the Project Director.

Support meetings - - 3:30 to 5:00 p.m.

<u>Dates</u>	<u>Place</u>	<u>Attendance</u>	<u>Topic</u>
September 12, 1979	Kirkwood North Middle	19	Rubric
October 10, 1979	St. Mary's	19	In-service sharing
November 14, 1979	Hanley Junior	15	Error analysis
December 12, 1979	Hixson Junior	16	Sharing of one writing activity
February 13, 1980	Pattonville Heights Junior	13	Examples of grammar addressed this year
March 12, 1980	Kirby Junior	12	Analytical criteria in evaluation
April 18, 1980	Kirkwood Central Office	50	Dr. Betty Jane Wagner: "Writing Process"
May 14, 1980	Kirby Junior High	15	Scoring
June 12-18, 1980	Kirkwood Central Office		Scoring

BETTER TEACHING--BETTER WRITING (cont'd)

4. A questionnaire devised by the project staff was sent in late spring to a random selection of 42 of 128 in-service participants by the Project Director who tabulated the responses and indicated the impact of the in-service training on those teachers. Eighty eight percent indicated the in-service sessions were of outstanding or considerable value. (see Appendix F)
5. A certificate of attendance which states a universal experience within the districts on the writing in-service training was issued to in-service participants from the Board of Governors. (see Appendix D)

GATEWAY WRITING PROJECT

EVALUATION OF ED. 571

August 2, 1979

(Second Year)

N=18

Circle the word which best describes the overall value of this summer's writing workshop to you:

18 Outstanding value

___ Considerable value

___ Some value

___ Little value

Please rank each aspect of the workshop 4 if it was of outstanding value, 3 if it was of considerable value, 2 (some value), or 1 (little value):

3.7 Reading books & handouts2.7 Responding to readings in journal3.3 Developing rubrics & assessment techniques3.3 Defining basic goals in composition3.1 Preparing your own presentation3.1 Attending presentations by other participants3.7 Attending presentations by GWP staff3.3 Attending presentations by outside consultants3.7 Writing the three point of view papers3.8 Writing in-class exercises, interviews, responses, etc.3.3 Writing the position paper3.8 Working in small writing group3.7 Sharing ideas informally

___ Other (please specify) _____

Please comment on these or other strengths and weaknesses.

Is the daily schedule (presentations, elective time, lectures, writing groups) balanced? What changes would you suggest?

Assess the workload: (x)

7 Excessive11 Challenging but manageable

___ Too easy

EDUCATION 571: WORKSHOP-- WRITING FOR TEACHERS

July 2-5

Bay Area Writing Project
Introduction to theory and research
The rhetorical triangle: speaker, audience, subject
Sequence: models of Kinneavy, Britton, Moffett.
The Basics???
Peer groups
First person paper (July 5, 11)

July 9-12

Writing and evaluation throughout one junior high Eng. dept.
The writing process: prewriting, composing, editing
PREWRITING
--self-concept and motivation
--speaking and improvisation---writing
--expressive writing
Saturation report (July 12, 17, 18)

July 16-19

Research on the writing process: Emig, Moffett, Shaughnessy
COMPOSING
--examining drafts, organizing material
--teaching writing: Murray, Macrorie, Koch, Kelly, Fader
--expository and creative writing
--evaluation: goals, feedback, holistic & diagnostic
measurement, grading
Analytical essay (July 19, 23, 25)

July 23-26

Missouri Curriculum Guide
EDITING
--revising
--proofreading
--publishing
Language study: labels, sentence combining, style,
usage, standard & variant dialects

July 30-Aug. 2

Writing across the curriculum
The Basics reconsidered
The writing process reconsidered
Large-scale evaluations of writing achievement
Evaluation of GWP '79
Position paper (July 30, 31)

Recent literature on writing suggests that we develop fluency, style, and mature sentence structure by writing in a variety of modes. This summer we will experiment with this principle by writing three short (2-4 pp.) papers from different points of view. You might use the same subject for all three papers--or explore new territory each time. In any case, write about something familiar to you, something you know about first hand and can investigate through direct observation, reading, discussion, interviewing, etc.

1. First person paper: week #1
(first draft discussed in Thursday P.M., July 5 writing groups)

Write about an experience, relationship, feeling, or theme from your own life story. Recreate the scenes through concrete, sensory details that show your reader what it's like to be you. Write a narrative in straight-forward, chronological order, or try another form:

stream of consciousness
sensory record
diary entry(ies)
dramatic monologue
personal letter
series of related episodes
autobiographical reflection/ interpretation
memoir

2. Saturation report: week #2
(first draft discussed in Thurs. P.M., July 12 groups)

Saturation journalism can be a bridge between expressive and analytical prose. Pretend you are a reporter trying to present a situation, place, or event in a way that makes your audience feel that you--and they--are on the scene. Focus on the facts, but suggest your opinion through the details you select. For models see the feature articles in your daily newspaper.

3. Analytical Essay: week #3
(first draft discussed in Thurs. P.M., July 19 groups)

Now approach a subject (perhaps one you dealt with in papers 1 or 2, perhaps an issue discussed in GWP), through analysis--carefully taking it apart in order to see how it works, how everything fits together. Create concrete details, sense impressions, and human interest just as in the earlier papers, but organize them to support a more general statement (a "thesis" or "predication"). While you may--or may not--choose to use "I," your focus should be on the ideas, not on yourself.

Presentation

On the basis of your lists of topics and trouble spots, I will make up a schedule of presentations for the morning sessions of the workshop. Please use the following format to plan your presentation:

1. Rationale--a) Brief survey of relevant theory and research.
b) Purpose of your activity, how and where it fits into the sequence of your program.
2. Writing--A prewriting, composing, revising, or evaluating activity for the whole group to try.
3. Feedback--Questions, suggestions, and variations on the activity from your audience.

Handouts: On three-hole paper, please prepare the actual assignment students would use. In some cases, you may want to add an extra sheet for the rationale.

Time constraints: No more than 20 minutes to present material; 20-30 minutes for the participants' writing exercise; one hour maximum total. The discussion may continue informally over lunch.

Position Paper: week #5

This final statement should also be rather brief (BAWP tells us their position papers have ranged from 2 - 10 pages). But it should summarize where you are now, where you have come from, and where you plan to move next.

1. Discussion of your present ideas on the writing process and on teaching writing. How, specifically, has your position developed in the course of this workshop?
2. Outline of your plans for 2 days of in-service at your school. Please include this information:

target month
target groups (teachers, courses, students)
topics to be presented
readings (summer handouts; others)
writing activities
rationale for this in-service program

GATEWAY WRITING PROJECT
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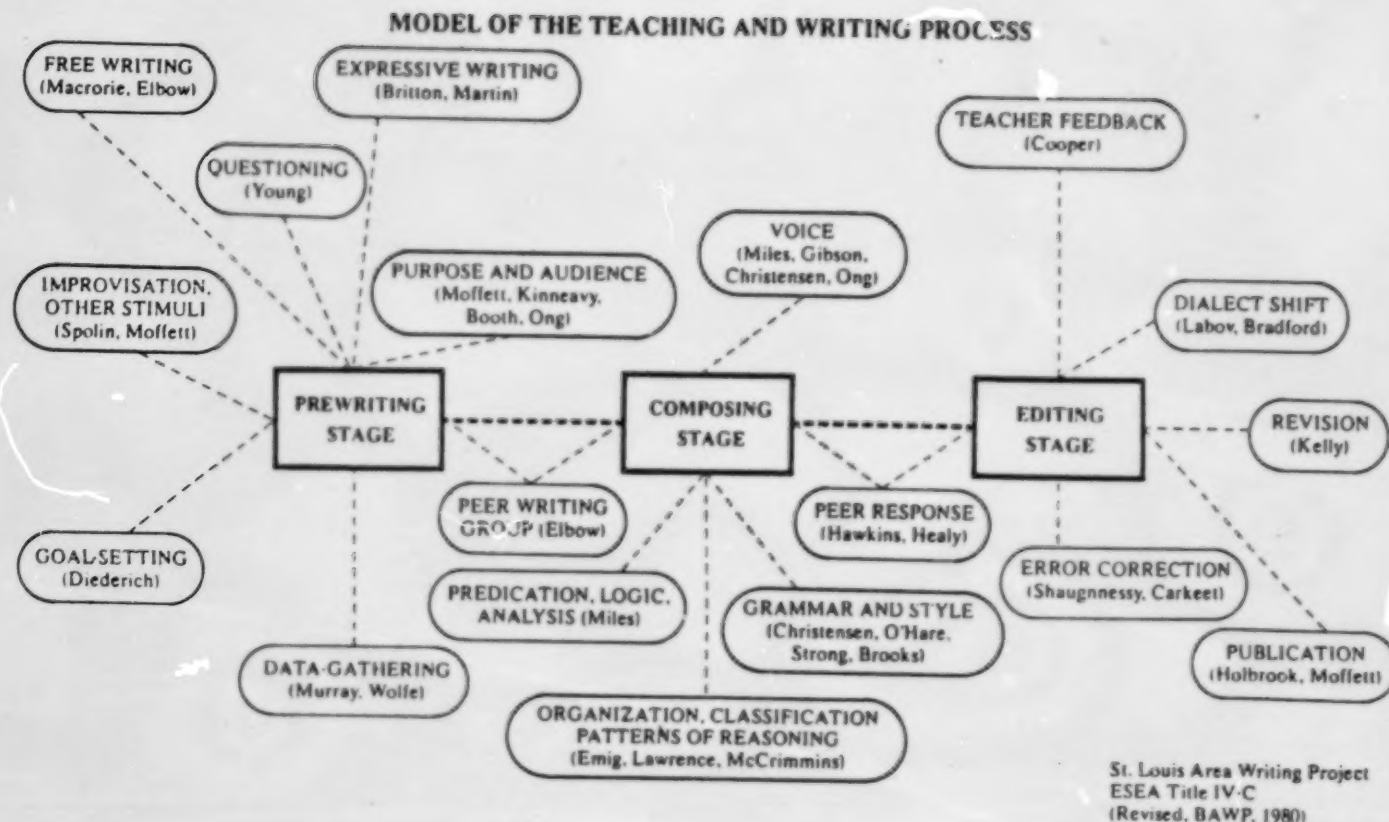
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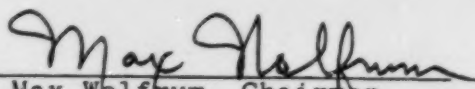


From Sequences in Writing, Grades K - 13 by Gail Siegel and Jean Jensen, et al.
University of California, Berkeley Bay Area Writing Project, 1980

CERTIFICATE OF IN-SERVICE TRAINING ON WRITING SKILLS

This is to certify that _____ has completed a minimum of ten hours or two days during 1979-80 of GATEWAY WRITING PROJECT in-service on the process of writing. Teaching approaches for the improvement of writing skills, review of recent literature and research, and evaluation techniques of students' writing were included in the in-service experience.

ESEA IV-C Board of Governors


Max Wolfrum, Chairman

RUBRIC FOR SPECIAL PERSON and SPECIAL OBJECT TOPICS

Junior High/Middle School Students

(June 1980)

- 6 Student demonstrates the following criteria in the essay.
 - . Clearly defines the topic in depth and at length; explores it thoroughly; supports it with adequate and relevant examples or reasons in logical sequence.
 - . Tends to be error free and have one or more of the following:
 - a. Especially effective diction (word choice) appropriate for both voice and audience.
 - b. Imaginative insight, creative ideas, sophistication of language and thought, use of mature stylistic devices.
- 5 Student demonstrates the following criteria in the essay.
 - . Clearly defines the topic but explores it with less development and imagination from a 6 paper; includes at least one example, detail or reason for relevant support.
 - . Tends to be error free and have one or more of the following:
 - a. Diction (word choice) appropriate for voice and audience.
 - b. Imaginative approach and insight.
 - c. Specific and inventive language and thought.
 - d. Some mature stylistic devices.
- 4 Student demonstrates the following criteria in the essay.
 - . States a main idea which is illustrated with limited relevant support of one or more details, examples or reasons, but may be simplistic or repetitive in explanation.
 - . Has a few minor mechanical and grammatical errors.
 - . Has clear form but lacks originality in language and approach.
- 3 Student demonstrates the following criteria in the essay.
 - . Is unclear in a position or it too brief and/or irrelevant; generalizes without supporting details.
 - . States one idea throughout the paper but is repetitive and lacks adequate development.
 - . Has some mechanical and grammatical errors.
 - . Lacks sentence variety.

2 Student demonstrates the following criteria in the essay.

- . Is not clear about the topic, is irrelevant, does not stick to one idea, is inadequate in content and/or development.
- . Is simplistic in style and diction.
- . Has frequent mechanical and grammatical errors.
- . Lacks sentence variety.

1 Student demonstrates the following criteria in the essay.

- . Does not define the topic, is totally inadequate in content, gives an irrelevant answer.
- . Evades or gives no answer.

GATEWAY WRITING PROJECT
ESEA IV-C

JUNIOR HIGH - - MIDDLE SCHOOL - - ARCHDIOCESE ELEMENTARY

TEACHER DIRECTIONS: Write the essay question on the board. Please read aloud the essay topic. Tell the students that they will have thirty (30) minutes to write the essay. Explain that the papers will be scored in June to measure the growth in writing of students in fifteen junior high or middle schools. NO STUDENT, NO TEACHER, NOR SCHOOL WILL BE IDENTIFIED. Ask students to write in ink and on wide-lined paper.

USE THE TOPIC THE STUDENTS DID NOT WRITE IN SEPTEMBER AS YOUR POST ESSAY TOPIC FOR MAY.

ESSAY TOPIC: Choose one person who has had a special place in your life. For example, you may write about a best friend, a favorite relative, a person you really admire. Explain why he or she is important to you, giving specific examples.

ESSAY TOPIC: Write about an object you are especially attached to, something which has become a part of your life. You might want to consider the way you discovered it, the way it came into your life, the way it has taken on meaning for you. Use specific details to support your ideas.

-
- Q. What classes should I use for students' writing samples?
- A. All sections of students to whom you are teaching any writing during the first semester or all year.
- Q. Should I ask the students who are absent to make up the writing assignment?
- A. Yes.
- Q. Which English/Language Arts teacher in my junior high or middle school should I ask to have his/her students write on the same topic?
- A. Each of you should ask one English/Language Arts teacher who has a class of students similar to yours if (s)he would assign the pre and post topics and then give you the students' writing samples. These will be our control group. NO STUDENT, NO TEACHER, NO INDIVIDUAL SCHOOL WILL BE IDENTIFIED IN THE SCORING OF THE PRE/POST WRITING SAMPLES.
- Q. Should I give the students hints on how to develop the paper or questions?
- A. No.

- Q. What should I do with my writing samples and with the samples from the comparison group?
- A. You should enclose the students' writing samples in separate manila envelopes for your students' writing and for your comparison teacher's students' papers. Mark the outside of the envelope for the appropriate papers.

<u>Your envelopes (Trained teachers)</u>	<u>The Comparison envelopes</u>
Grade 6 - - 1 year	C - Grade 6 - - 1 year
Grade 7 - - 1 year	C - Grade 7 - - 1 year
Grade 8 - - 1 year	C - Grade 8 - - 1 year

Bring the students' papers to the May 14 meeting where you will shuffle the papers with those of the other participants. Judy Shook will store them until June 1980. (You will be paid \$125.00 for June 12, 13, 16, 17, 18, to score the pre/post samples.)

- Q. Will the students have their papers returned to them?
- A. No.
- Q. When should I give the post writing test?
- A. During the week of May 5 - 9, 1980.
- Q. What if I can't find a teacher who is willing to participate as a comparison teacher in the writing assignment and who is not taking the in-service?
- A. Ask another member of the nineteen participants to help you in the search or tell Judy.

NOTE: I need to request the \$125.00 checks soon so that you will have them on June 18. If you definitely will not be in attendance for the June scoring, please call my secretary, Claudia Woodruff (966-5700, ext. 1207) by May 12 and tell her.

GATEWAY WRITING PROJECT
EVALUATION OF IN-SERVICE
WRITING WORKSHOP

N=42

1. Check the blank for the rating which best describes the overall value of the writing workshop to you:

55% Outstanding value
33% Considerable value
12% Some value
_____ Little value

2. Please rate each aspect of the workshop

4 if it was of outstanding value,
3 if it was of considerable value,
2 (some value), or
1 (little value).

If the item is not relevant, please mark it NR.

2.9 Reading books and handouts
2.9 Responding to readings
3.0 Developing rubrics and assessment techniques
3.2 Defining basic goals in composition
3.3 Refining your own teaching of writing skills
3.3 Writing in-class exercises
3.2 Working in small writing group
3.4 Sharing ideas informally
_____ Other

Comments: _____

Our workshop seemed to be very favorably received. Participants were enthusiastic, enjoyed engaging in the activities. No one came late or left early.

A very worthwhile experience!

I thought the workshop was extremely beneficial. I only wish more teachers could have attended.

A well planned workshop.

The workshop was very well organized.

The workshop was extremely well planned and directed. The speakers were an impressive group and I've benefited a great deal from many of their ideas and suggestions.

I enjoyed learning about others in our department and Brittany's through the writing.

The workshops were well prepared and meaningful. It was good to meet with people we don't ordinarily see and talk about common problems. Many of the suggestions were clever and interesting, enabling us to bring new ideas to our teaching.

It was an enjoyable experience.

I thoroughly enjoyed the workshop. It will be a great aid to me in the teaching of Creative Writing in my classes.

The workshop was well run and organized and very beneficial.

I found all workshops both informative and helpful in getting new ideas for my writing classes. Kathee did a superb job in her presentations of writing materials and methods.

I learned a great deal about writing through the workshop and readings. I have done more writing with my students.

Very useful - should be held every year--1st semester, just to keep us in the groove.
Not an english teacher.

The workshop was of great personal value. Since the workshop I have done lots of writing for evaluation and expression of my own feelings.

If I had not been ill and attended all of the workshop, my evaluation could be more thorough.

Some good - some bad. A greater need for ideas to use in class as opposed to philosophy.
Gave me some excellent ideas to motivate students to write.

This course was a great source of enjoyment and information. The sessions were conducted in a very professional manner. I was sorry that they had to end!

This workshop was interesting, practical, well organized and gave some real hope to those teachers who feel overwhelmed with the difficulties of teaching composition.

This class really gave me some great ideas for school. I also appreciated the attention it gave to my writing and how that can improve while helping the children improve. Good workshop!

I thoroughly enjoyed the workshop! I found it very beneficial.

This was the most practical and interesting workshop in my field I have ever attended. The leaders were well prepared and presented the ideas in an interesting, motivational way.

I enjoyed the workshop very much. I thank the three presenters for excellent presentations they made. It was well organized and I gained a lot from the workshop.

I was impressed by the knowledge and presentation of the three leaders. Expert, smooth running workshop reflected well thought-out preparation by all three. It was very pleasant and worthwhile.

The students respond very well to the ideas and activities I learned in the workshop. Peer editing seems to be very effective.

Comparison of Results of Pre and Post Writing Attitude Scale

Pre N=19 except for page 3 N=18 July 1979

Post N=18 August 1979

EMIG-KING WRITING ATTITUDE SCALE
FOR TEACHERS

1. I write better than I speak	Almost always	Often	Sometimes	Seldom	Almost never
Pre	15.8%	47.4%	31.6%	5.2%	
Post	16.7%	50%	22.2%	11.1%	
2. When I have free time, I prefer writing to reading.	Almost always	Often	Sometimes	Seldom	Almost never
Pre		5.2%	31.6%	52.7%	10.5%
Post		11.1%	72.2%	16.7%	
3. Studying grammar formally helps students improve their writing.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	5.2%	26.3%	52.7%	15.8%	
Post		11.1%	16.7%	33.3%	38.9%
4. I accept positions in groups that involve writing.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	10.5%	42.2%	31.6%	5.2%	10.5%
Post	16.7%	33.3%	44.4%	5.6%	
5. I leave notes for members of my family.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	36.8%	47.4%	15.8%		
Post	44.4%	50%	5.6%		
6. I prefer teaching writing to teaching literature	Almost always	Often	Sometimes	Seldom	Almost never
Pre	21.1%	63.2%		10.5%	5.2%
Post		44.4%	38.9%	16.7%	
7. Communicating with others is more important than expressing oneself.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	26.3%	15.8%	47.4%	10.5%	
Post	16.7%	27.8%	44.4%	11.1%	

8. Girls and women enjoy writing more than boys and men.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	15.8%	10.5%	63.2%	10.5%	
Post	11.1%	33.3%	33.3%	16.7%	5.6%
9. Students who write well generally do better in high school and college than those who don't.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	73.7%	21.1%	5.2%		
Post	61.1%	38.9%			
10. If a paper has many misspellings, I give it a low grade.	Almost always	Often	Sometimes	Seldom	Almost never
Pre		10.5%	52.7%	36.8%	
Post		11.1%	38.9%	27.8%	22.2%
11. I revise what I've written.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	42.1%	47.4%	10.5%		
Post	61.1%	22.2%	16.7%		
12. I voluntarily keep notes on what I read.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	26.3%	21.1%	15.8%	26.3%	10.5%
Post	33.3%	27.8%	22.2%	5.6%	11.1%
13. Poorer student writers do not spend as much time on their writing assignments as good writers do.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	36.9%	26.3%	31.6%		5.2%
Post	27.8%	33.3%	33.3%	5.6%	
14. I am the most important audience for what students write.	Almost always	Often	Sometimes	Seldom	Almost never
Pre	10.5%	15.8%	36.8%	21.1%	15.8%
Post	11.1%	11.1%	38.9%	16.7%	22.2%
15. I write letters to editors.	Almost always	Often	Sometimes	Seldom	Almost never
Pre			26.3%	42.1%	31.6%
Post			33.3%	50%	16.7%

16. Students write better on topics I give them than on topics they choose themselves.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 5.6%	33.3%	33.3%	27.8%	
17. When I have free time, I prefer writing to listening to music.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 5.6%	11%	27.8%	27.8%	27.8%
18. Writing should be a part of most school courses.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 77.8%	16.6%	5.6%		
19. On my own I write stories, plays, or poems.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 5.6%	11%	33.4%	27.8%	27.8%
20. Better student writers are more pleased with what they have written than poorer students.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 27.8%	27.8%	38.8%	5.6%	
21. It is more important that students learn how to write essays than to write stories or poems.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 5.6%	5.6%	44.4%	38.8%	5.6%
22. I like what I write.	Almost always	Often	Sometimes	Seldom	Almost never
	Pre 27.8%	33.4%	38.8%		

- | | Almost always | Often | Sometimes | Seldom | Almost never |
|---|-------------------------|----------------|----------------|----------------|----------------|
| 23. The research paper is the most important form of writing to teach in high school. | Pre 5.2%
Post 11.1% | 47.4%
22.2% | 31.6%
38.9% | 15.8%
27.8% | |
| 24. When I have free time I prefer writing to being with friends or members of my family. | Pre 10.5%
Post 22.2% | 36.9%
55.6% | 52.6%
22.2% | | |
| 25. I prefer teaching writing to teaching dramatics. | Pre 31.6%
Post 38.9% | 21.1%
22.2% | 31.6%
27.7% | 10.5%
5.6% | 5.2%
5.6% |
| 26. Writing is a very important way for me to express my feelings. | Pre 31.6%
Post 44.4% | 36.8%
27.8% | 31.6%
22.2% | 5.6% | |
| 27. Students should learn to write sentences before they write paragraphs and themes. | Pre 47.4%
Post 16.7% | 21.1%
11.1% | 15.8%
16.7% | 5.2%
33.3% | 10.5%
22.2% |
| 28. When I have free time, I prefer writing to pursuing my hobbies. | Pre 5.2%
Post 5.6% | 42.1%
66.6% | 31.6%
22.2% | 21.1%
5.6% | |
| 29. I prefer teaching writing to teaching grammar and usage. | Pre 5.2%
Post 38.9% | 31.6%
22.2% | 21.1%
27.8% | 31.6%
11.1% | 10.5% |
| 30. Better student writers voluntarily revise what they have written. | Pre 21.1%
Post 33.3% | 47.4%
33.3% | 21.1%
22.2% | 5.2%
5.6% | 5.2%
5.6% |

- | | Almost always | Often | Sometimes | Seldom | Almost never |
|---|---------------|-------|-----------|--------|--------------|
| 31. I keep a journal or diary. | Pre 5.2% | 21.1% | 21.1% | 52.6% | |
| | Post 22.2% | 27.8% | 22.2% | 27.8% | |
| 32. Doing workbook exercises helps students improve their writing. | Pre 5.2% | 31.6% | 52.7% | 10.5% | |
| | Post 11.1% | 50% | 38.9% | | |
| 33. Someone who writes well is more successful in the world than someone who doesn't. | Pre 5.2% | 58% | 31.6% | 5.2% | |
| | Post 33.3% | 22.2% | 33.3% | 5.6% | 5.6% |
| 34. I like what my students write. | Pre 21.1% | 52.6% | 26.3% | | |
| | Post 16.7% | 55.5% | 22.2% | 5.6% | |
| 35. I prefer teaching writing to teaching reading. | Pre 10.5% | 26.3% | 36.9% | 26.3% | |
| | Post 22.2% | 22.2% | 50% | 5.6% | |
| 36. I prefer writing to watching television. | Pre 15.8% | 26.3% | 31.6% | 21.1% | 5.2% |
| | Post 11.1% | 27.7% | 50% | 5.6% | 5.6% |
| 37. Writing is a very important way for students to express their feelings. | Pre 42.1% | 42.1% | 15.8% | | |
| | Post 55.5% | 27.8% | 16.7% | | |
| 38. Better student writers have a stronger sense of the differences between speaking and writing. | Pre 10.5% | 52.7% | 31.6% | 5.2% | |
| | Post 27.7% | 61.1% | 5.6% | 5.6% | |

39.	I write better than I read.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre 5.2%	5.2%	52.7%	26.4%	10.5%
		Post 5.6%		50%	44.4%	
40.	I write national public figures such as senators.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre	5.2%	21.1%	36.9%	36.8%
		Post		22.2%	44.4%	33.4%
41.	If a paper is sloppy in appearance, I give it a lower grade.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre	5.2%	47.4%	47.4%	
		Post 5.6%		44.4%	33.3%	16.7
42.	I reread what I've written.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre 78.9%	21.1%			
		Post 83.3%	11.1%	5.6%		
43.	When I have free time, I prefer writing to playing sports and games.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre 5.2%	15.8%	31.5%	26.4%	21.1%
		Post 5.6%	27.8%	38.8%	16.7%	11.1%
44.	Writing is a form of learning.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre 78.9%	21.1%			
		Post 94.4%	5.6%			
45.	I write letters to my family and friends.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre 36.9%	52.6%	10.5%		
		Post 61.1%	33.3%	5.6%		
46.	Better student writers are more engaged in their writing than poorer students.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre 15.8%	52.6%	26.4%	5.2%	
		Post 27.8%	33.3%	16.7%	22.2%	
47.	I buy books on writers and writing.	Almost always	Often	Sometimes	Seldom	Almost never
		Pre	21.1%	57.9%	10.5%	10.5%
		Post 27.8%	33.3%	27.8%	11.1%	

48. I read professional journal articles on writing.					
	Almost always	Often	Sometimes	Seldom	Almost never
	Pre	31.6%	52.7%	10.5%	5.2%
49. I write for professional journals or magazines.	Post	23.5%	35.3%	29.4%	11.8%
	Almost always	Often	Sometimes	Seldom	Almost never
50. Correctness is more important than originality in student writing.	Pre				100%
	Post		17.7%		82.3%
	Almost always	Often	Sometimes	Seldom	Almost never
	Pre		5.2%	10.5%	63.2%
	Post		29.4%	17.7%	21.1%
	Post				52.9%

INTER-RATER RELIABILITY CHECKS FOR SECOND YEAR PROJECT
JUNIOR HIGH/MIDDLE SCHOOL WRITING EVALUATION

	6	5	4	3	2	1
June 12, 1980 First day	AA		2	7	3	
	CC	3	9			
	GG		9	4		
	JJ				4	9
	BB			1	9	1
	EE		2	6	3	
June 13, 1980 Second day	FF	1	1			
	DD	11	1			
	MM		1	6	5	1
	NN				4	9
	HH	1	11			

Appendix H

Inter-rater reliability .92